## Accommodations



# Assessment Participation & Accommodation Policy

- Designed to be an on-line document
- Updated every summer

 Located at: http://www.schools.utah.gov/sars/DOCS/assess ment/Special\_Needs\_Accommodations\_Policypdf.aspx



## All students **must** be included in required assessments

- Assessments without accommodations
- Assessments with accommodations
  - Students with disabilities
  - English language learners
  - Students on Section 504 plans
- Utah's Alternate Assessment (UAA) for students with significant cognitive disabilities



- IEP team should choose Utah's Alternate Assessment (UAA) tasks at the beginning of the school year.
- Students can work on tasks all year.
- UAA is assessed during the CRT window in spring.



- Language Arts grades 3-12
- Math grades 3-12
- Science grades 4-12
- Super seniors do not need to take any test
- Exempted from other U-PASS tests (except for UALPA and Reading Assessments)
- Tasks & bubble sheets remain the same this year



- A student either takes the UAA in all subject areas or the CRT in all subject areas.
- If a student is tested on a CRT in one subject and a UAA in another subject, the student will be non-proficient on the UAA no matter what the proficiency score.
- Example: CRT in math & science & UAA in Language Arts = non-proficient on UAA
- The presumption is if a student is cognitively able to take the CRT in one subject, that student is cognitively able to take the CRT in all subjects.

- UAA data to be collected online
- Teacher will log in to each student's ID, for each content area, and select the proficiency level for ONE task per content area.
  - If the student has more than one math goal, choose only one math task for the UAA
- Instructions for collecting UAA data will be provided.



#### Modifications

- Definition: Modifications are changing, lowering, or reducing learning or assessment expectations.
- May result in implications that could adversely affect a student throughout that individual's educational career.
- Off-Level Testing (testing student's below grade level) is a modification.
- Modified tests will NOT be counted toward PROFICIENCY in AYP.



#### 100% CBT

- All trimester/semester CRTs
- All Elementary Math CRTs (Grades 3, 4, 5, 6)
- All Secondary ELA CRTs (Grades 7, 8, 9, 10, 11)
- Grade 6 ELA
- Biology



#### 100% CBT

- No paper answer documents will be produced.
  - The student may enter his/her responses directly into the CBT system at the time of testing, or
  - An educator (working in the presence of another educator) may data enter student responses.
- Requests for a paper version, according to the student's IEP, ELL, or 504 plan – contact Wendy Carver (wendy.carver@schools.utah.gov).



## Directions for Read-Aloud, Sign or Oral Translation

 State-wide assessment general directions may be clarified, paraphrased, and/or re-read for all students.



#### Read-Aloud/ Screen Reader

- Screen reader should be used to provide this accommodation for all CRTs
- Students may have a human read-aloud, but is not the preferred option
- 3<sup>rd</sup> party assistive technology products are no longer supported.
- Students using the screen reader accommodation with headsets may be assessed with their peers.
  - They may no longer need to be assessed individually or in a small group.



#### Read Aloud from Proctor Workstation

- To ensure all students in a school receive the same form for computer-based testing, the accommodation must be marked prior to the student logging into the test if a student receives:
  - Directions and/or questions read aloud,
  - Directions and/or questions signed or
  - Directions and/or questions for oral translation.



#### Presentation Accommodations

- Oral Translations
  - CRT Math & Science may be orally translated.
  - CRT Language Arts passages, questions, and options may **not** be translated. (including ASL)
  - Language Arts may be read aloud in English only.
  - Screen reader (text-to-speech) is the preferred accommodation for Language Arts CRTs.
- DWA: Directions may be translated.
- UALPA: Directions may not be translated.



## Large print

- Large print assessments are available in paper-based format only.
  - No answer documents are provided for CRTs that are 100% CBT.
  - If using CBT system to enter answers must mark read aloud accommodation to ensure that questions will match the large print form.



## Large print

- If large font tool on CBT system is not adequate:
  - Move student closer to computer monitor
  - Provide larger monitor to enlarge font size
  - An on-screen magnification software
    - LEA would purchase this



#### Braille

- Braille assessments are only available in paperbased format.
- No answer documents are provided for CRTs that are 100% CBT.
- Students can input their responses via the computer or on paper answer documents for CRTs that are not 100% CBT.
- If using CBT system to enter answers must mark read aloud accommodation to ensure that questions will match the Braille form.



#### Presentation Accommodations

- Sign directions and questions
- Oral translations of directions and questions for English language learners
- Magnification devices
- Audio amplification devices
- Visual cues hearing impaired
- Talking materials
- Translated formulas (ELL)
- Not allowed: Bilingual word lists (ELL)



#### Calculation Devices

- Elementary CRT Math Non-calculator Section: Any calculator that is equivalent to the calculator used in instruction may be used on the CRT (noncalculator section) as an accommodation. Students must bring this calculator to computerbased testing for use on non-calculator sections of the test.
- Elementary and Secondary CRT Math Calculator Allowed Sections: Any calculator that is equivalent to the calculator used in instruction may be used for all students.



## Graphic Organizers & Visual Organizers

 These accommodations only provide a student with a blank sheet of paper or blank graph paper for assessment.



#### Response Accommodations

- Word processor –not needed on CRTs
- Write in test booklet
- Speech-to-text conversion not available for DWA
- Brailler
- Recording device



#### Reduce Distractions to Student/Others

- Reduce distraction to student
  - Inside classroom
  - In another room in the school
- Reduce distraction to others
  - Students who need a reader or scribe
  - Students who read or think out loud
  - Students who make noises
- Students using the screen reader accommodation with headsets may be assessed with their peers. They may no longer need to be assessed individually or in a small group.

## Timing/Scheduling Accommodations

#### Extended Time

- Common often time and one half
- Reader or scribe often double time
- CRT recommended that sections be completed on same day as started
- If necessary, additional completion session should be scheduled, within the LEA's determined testing window, and carefully proctored to ensure that the student does not access previously completed items.



## Timing/Scheduling Accommodations

- Multiple Breaks
  - Supervision is required for all students.
  - If student has multiple breaks or needs to stop testing before the section is completed, make sure the student does not have access to item previously completed before break, etc.
- Schedule Change
  - Best time of day & multiple days



## English Language Learners

- English language learner assessment information can be found in the Assessment Participation and Accommodations Policy on pages 12 and 49.
- The Assessment Participation and Accommodations Policy can be found at: <a href="http://www.schools.utah.gov/assessment/documents/Special\_Needs\_Accommodations\_P">http://www.schools.utah.gov/assessment/documents/Special\_Needs\_Accommodations\_P</a> <a href="mailto:olicy.pdf">olicy.pdf</a>.

